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AUTHOR Harvey, Michael W.; Cohen, Libby G.
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ABSTRACT

A study was undertaken to determine whether vocational and special educators differed from employers on the entry-level employment skills and characteristics that are needed to be gainfully employed in the competitive labor force in the Lewiston-Auburn area in Maine. A questionnaire was mailed to a sample of 110 secondary-level vocational and special educators that was drawn from the five area school systems that participate in the Lewiston Regional Vocational Center. A return rate of 71 percent was achieved. Results indicated that trustworthiness, ability to follow oral instructions, attendance, punctuality, positive work attitude, interest and pride in work, seeking help when having difficulty, ability to understand and follow safety rules, motivation, and persistence were the most valued worker skills. There was a high degree of agreement between the educator and employer populations. Results of the study will be used in developing community-based worksite programming. It will also be used in developing and revising curriculum for vocational training and transitional skills for special needs students. (17 references, 8 tables, questionnaire) (CML)

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TRANSITIONS IN EDUCATION

AN INVESTIGATION OF EMPLOYERS AND EDUCATORS PERCEPTIONS OF ENTRY - LEVEL WORKER SKILLS AND EMPLOYMENT CHARACTERISTICS: IMPLICATIONS FOR PROGRAMMING

MICHAEL W. HARVEY - TRANSITIONAL COORDINATOR

LEWISTON ALTERNATIVE VOCATIONAL CENTER

AND

LIBBY G. COHEN - ASSOCIATE PROFESSOR

UNIVERSITY OF SOUTHERN MAINE

U.S. DEPARTMENT OF EDUCATION
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Review of the Literature:

The United States Commission on Civil Rights (1983) reported that the unemployment rate among people with handicaps is much higher than among non-handicapped individuals. Their findings reveal that approximately 50% to 75% of adult handicapped workers are unemployed. Several studies (Boyce & Eizey, 1978; Collister, 1975; Dearborn Public Schools, 1970; Dinger, 1973; Kernan, 1979) show that there is a relationship between the type of school program and job success for handicapped persons.

Madeline Will, Assistant Secretary for Special Education and Rehabilitation Services (1984) has stated that the public investment in special education "can do much to prevent this dependency and lead to full community participation, if systematic attention is now given to the transition of youth with disabilities from school to work and adult life (p. 4)." She further suggests that this transition from school to work and adult life requires "sound preparation in the secondary schools (p. 4)." The development of recent studies (Hasazi, Gordon, & Roe, 1985; Mithaug, Horivichi, Chiyo, & Fanning, 1985; Hasazi, Gordon, Roe, Hull, Finck, & Salembier, 1985; Fardig, Algozzine, Schwartz, Hensel, & Westling, 1985; Crain, 1980) indicate that secondary special education programming and the employment status of the handicapped is a topic of much concern in the field of education.

Several studies have been concerned with employment characteristics (Alper, 1985; Brickey, Browning, & Campbell, 1982; Cheney & Foss, 1984; Foss & Peterson, 1981;

Martin, 1985; Sigelman, 1980; Smith, 1981). Employment and the transitional process of students from school to work have been of great concern not only in the field of special education but also in the area of disaffected youth and the dropout (Weidman & Friedmann, 1984; Rumberger, 1987). Several studies indicate that providing an appropriate curriculum, utilizing a mix of academic and vocational studies, individualizing instruction, being responsive to students needs, incorporation of out-of-class learning, and focusing on self-concept development, work attitudes, interpersonal skills and motivation are valuable components in meeting students' transitional needs (Stern, 1986; Bullis, 1986; Olsen & Edwards, 1982; Hamilton, 1984; Batsche et al., 1984).

Recent research studies (Mithaug, Horivchi, & Fanning, 1985; Hasazi, Gordon, & Roe, 1985; Fardig, Algozzine, Schwartz, Hensel, & Westling, 1985; Hasazi, Gordon, Roe, Hull, Finck, & Salembier, 1985; Flynn, 1980; Crain, 1980) have concerned themselves with the employment status, entry level job requisites, and service delivery through follow-up studies on the status of programming. Many suggest that action research can provide baseline data for future evaluation of service delivery and programming. Alper (1985) did a correlational study comparing employer and teacher identified entry-level job requisites of service occupations. The results indicated that those teachers and employers surveyed had strong agreement regarding the entry-level employment requisites needed by the handicapped.

Several variables emerged from the research concerning employment characteristics and entry-level skills which are

relevant to employment. From the literature, there appears to be sufficient agreement regarding problem areas which hinder employment for handicapped people (Smith, 1980; Foss & Peterson, 1981; Cheney & Foss, 1984; Alper, 1985; Brickey, Browning, & Campbell, 1982).

Several studies (Rhodes & Valenta, 1985; Wehman, Kregel, & Barcus, 1985; Smith, 1981; Rusch et al., 1982; Wehman, 1981; Alper, 1985; Hasazi, Gordon, & Roe, 1985; Fardig, Algozzine, Schwartz, Hensel, & Westling, 1985; Mithaug, Horivchic, & Fanning, 1985; Hasazi, Gordon, Roe, Hull, Finck, & Salembier, 1985) recommend that educators and job specialists find out what job requirements and labor market trends are, in order to monitor those variables and program to those needs. These are valuable recommendations for localized research.

PURPOSE:

There is an established need for developing sound transitional planning and secondary programming for the "at risk" and special needs population in the Lewiston Vocational Region. This programming should include functional academics, survival skills training, community and career education, and a strong vocational program; including community-based work experiences (Hasazi et al., 1985; Fardig et al., 1985; Mithaug et al., 1985).

The late William C. Harkins, Executive Vice President of the Lewiston-Auburn Area Chamber of Commerce has stated, "A number of our area employers are having difficulty filling positions on production lines, nursing homes, restaurants, etc. and the problem will continue to get worse until we resolve to undertake programs to upgrade the caliber of a

large percentage of young people who are seeking entry-level opportunities."

The intent of this research project was to identify specific skills and worker characteristics which are needed for entry-level jobs in the Lewiston-Auburn Area. This study compares identified differences between local employers and secondary (7-12) vocational and special educators regarding entry-level employment skills and worker characteristics needed for competitive employment. The information collected from the Worker Skills Checklist Questionnaire will yield the data necessary to make appropriate vocational referrals, curriculum modifications, and develop programming which will prepare students to match local job requirements, and ultimately transition them to those entry-level opportunities.

RESEARCH QUESTIONS:

1. What are the entry-level employment skills and characteristics which are needed to be gainfully employed in the competitive labor force in the Lewiston-Auburn Area?
2. Is there a difference between local employers and secondary (7-12) vocational and special educators perceptions of entry-level worker skills and employment characteristics needed for employability in the Lewiston-Auburn Area in Maine?

METHODOLOGY:

Androscoggin County is a southern/central area in Maine with an approximate population of 90,000. The Lewiston-Auburn Area is the metropolitan area and the center of employment with a civilian labor force of 42,300 people. The labor force in this county work primarily in

manufacturing industries with the highest concentration in the manufacturing of non-durable goods (textiles, plastics, leather, footwear). Retail trade jobs account for about 6,460 positions and service occupations for approximately 8,810 jobs with economic indicators showing employment opportunities in these occupational clusters with 5% to 28% growth index over the next five years. Most workers in this area are employed in semi-skilled and unskilled labor positions. Manufacturing jobs make up the largest number of unskilled and semi-skilled jobs with service related jobs growing rapidly.

Sample:

The sampling technique used was a cluster sample with a volunteer base. The actual sample consisted of 110 secondary level (7-12) vocational/special educators and was drawn from the five area school systems which participate in the Lewiston Regional Vocational Center. The Lewiston Regional Vocational Center is the only vocational center in Androscoggin County. The students in the five area high schools in the region make up approximately 10% of Maine's secondary student population. This 110 educator sample represents all the secondary Industrial Vocational and Special Educators from the five school systems: Lewiston School Department - Lewiston, Maine; Auburn School Department - Auburn, Maine; M.S.A.D # 52 - Greene, Leeds, Turner, Maine; School Union # 30 - Lisbon, Lisbon Falls, Maine; Community School District # 15 Oak Hill - Litchfield, Sabattus, Wales, Maine.

Instrumentation:

The development of the Worker Skills Questionnaire

stemmed from a vocational assessment instrument which I developed as a project for a course at the University of Southern Maine. The initial development and pilot of the survey questionnaire was conducted at Russell Park Manor, a long term health care facility, in Lewiston, Maine. The facility's department heads were surveyed to identify worker skills and characteristics which were rated by value using a Likert Scale rating system. An analysis of the pilot survey data was done and revisions were made.

This research project's final questionnaire was administered to the sample populations of community employers (n=215) and the secondary (7-12) vocational/special educators (n=110) in the Lewiston Vocational Region as the Worker Skills Checklist. The final survey questionnaire was designed to yield data, from the respondent, regarding demographics concerning themselves, entry-level positions, and their value of importance on certain worker skills and characteristics needed for entry-level positions in the Lewiston-Auburn Area. The actual 29 Worker Skills and Characteristics, which both samples were asked to rate in value of importance using a Likert Scale rating system with a forced choice design, were categorized by specific clusters: Reasoning and Comprehension, Quality of Performance, Worker Traits, Personal Attitudes and Behaviors, and Perceptual Motor Skills.

Procedure

The survey instrument which was mailed included a cover letter of support from Kenneth C. Jordan and Donald C. Cannan, Directors for the Lewiston Regional and Alternative Vocational Centers, a one page letter of instruction, the actual 29 question

Worker Skills Checklist survey instrument, and a pre-posted return addressed envelope. All 110 vocational/special educators surveyed were asked to sign the survey. Utilizing this system, each respondent could be identified from the general cluster sample and their survey responses could be analyzed.

RESULTS

The Worker Skills Checklist Questionnaire had good return rates from both study samples. A former study of employers had 93 respondents for a 43% return rate. This studies sample of educators had 78 respondents for a return rate of 71%. The frequencies, percents, and cross-tabular analysis were done using SPSS-X, a statistical software program. A reliability analysis of the survey was conducted, coefficient Alpha was 0.9424 for the former study and 0.9470 for this study. Chi-square was the analytical technique used to compare and identify significant differences between the two sample populations in this study.

The specific variables used for analyzation were the sample return rate, sample participation by school system, and the demographics of respondent's position/content area, the grade level they taught, their years in their current position, and their age. Other study variables which were analyzed and reported were the specific survey questions and their actual responses utilizing the Likert rating scale. Tables were developed to show this study's findings for the demographic areas (see Tables 1-6). Also, a table of statistical analysis was done by survey question and summary response; by highest percent, the frequency, and actual rating according to

the Likert scale (see Table 7). A final Table, representing the Worker Skills Area by priority, was done to highlight the most important areas valued by both employer-educator studies respondents (see Table 8).

Demographics:

The Educator Sample population and return rate is presented in Table 1. One hundred and ten surveys were mailed and 78 were returned. Table 1 breaks down the school system by school unit and the number of identified survey persons within the school. The percent school system participation rate is illustrated as a return frequency and percentage of the total school system population. Table 2 outlines the Educator Sample by school system percentage of the total respondent group for the survey. The Lewiston Educator response group represented approximately half the sample, 48.7 % of the returned survey questionnaires.

The respondents' positions/content area is summarized in Table 3. Of the 78 surveys returned, the highest percent of respondents were Special Educators. Based on those who included their position/content area, fifty percent (39) were in this area. Vocational Educators, including teachers of Home Economics, Industrial Arts, and Technology Education, made up 43.6 % of the population with 34 respondents. A group of unknown respondents (5) made up the remaining 6.4 % of the population.

The grade levels taught by the educator sample is presented in Table 4. Educators teaching at the senior high level (9-12) consisted of 62.8 % of the population, 49 respondents. Nineteen educators taught at the junior high

level (7-8) representing 24.5 % of this sample, while 3 persons taught both junior-senior high (7-12) 3.8 %. Seven unknown responses comprised 8.9 % of the sample.

Table 5 represents the number of years that respondents had been in their current position. Both the 1989 Educator Sample and the 1987 Employer Sample are included for comparison. Twenty-one (26.9%) of the Educators compared with Twenty-two (23.7%) of the Employer sample population had held their current position for 2-5 years. This finding indicates that many respondents in both sample populations were relatively new to their current job. The third highest percent, (17.2%) 16 respondents of the Employer Sample, had been in their jobs for 21 years or more. This group compared with only 10.3 % (8) of the Educator Sample who had taught for a similar time period.

The respondents' age group is summarized in Table 6, again the 1989 Educator Sample and the 1987 Employer Sample are included for comparison. 58.1% (54) of the total Employer sample were between the ages of 31 and 50 as compared to 38 or 48.7% of the Educators. Thirty employer respondents (32.3%) were between the age of 31-41 years old compared with 22 (28.2%) in the educator group. The age group with the least number of respondents for both populations was the 51 years + age group.

The findings in these Tables should be viewed with caution but not with skepticism. The demographic variables had a range of percent/frequency missing data-responses. Respondents were least likely to complete the information concerning their age, 14 (15.1%) and 14 (17.9%), for the Employer and Educator Samples respectively. Caution needs to be taken when generalizing the results of these variables

to the total population-findings in the study. A fair representation and general conclusions can be made.

Worker Skills and Characteristics:

The actual Worker Skills Survey Questionnaire was comprised of 29 questions which were to be rated by importance using a forced choice Likert Scale rating system. The questions were cluster grouped by skills area.

Table 7 is a summarization of the Worker Skills Checklist by both the 1989 Educator Sample and the 1987 Employer Sample. This summarization is done by question, most chosen Likert Scale rating, frequency of the rating most chosen, and its percent. This summary table is representative of the samples most frequent response per item and gives an overview of the total Worker Skills Checklist.

Table 8, The Worker Skills Area Summary Table, summarizes each broader Worker Skills Area by priority. The table represents the survey findings as: Priority by Rank, Worker Skills Area, and Highest Likert Scale Rating x Frequency. Table 8 reports these as mean % and mean by priority rank order per Worker Skill Area. The table gives a capsule overview of each specific Worker Skills Area by priority. The intent and focus of the table is to indicate priorities within the Worker Skill Areas. Again, the 1989 Educator Sample and the 1987 Employer Sample are presented for population comparison.

All Worker Skills item responses could be categorized in both sample populations as a cluster having: a single majority rating, a shared distribution between two aligned

ratings, or a shared distribution between three aligned ratings. It can be concluded from the study findings that the surveyed populations had a strong degree of inter-population agreement between question items and their Likert rating in value of importance. The populations surveyed felt that all, but the ability to do advanced mathematics, were Important or higher ratings, concerning Worker Skills and Employment Characteristics needed by job seekers for entry-level positions in the Lewiston-Auburn Area.

From the Worker Skills Checklist Summary Data, we can conclude that being trusted, following oral instructions, attendance, punctuality, positive work attitude, interest and pride in work, seeks help when having difficulty, understands and follows safety rules, motivation and persistence, are more valued Worker Skills then the other survey questionnaire items. Good grooming and personal hygiene, fine motor skills, hand-eye coordination, ability to spell and write, bi-manual skills, body coordination and gross motor skills, appropriate work attire, ability to do basic math, and the ability to do advanced math, were Worker Skills and Employment Characteristics which were of lesser value from an employment standpoint.

The studies results indicate that there is a high degree of agreement between the Educator and Employer sample populations. Utilizing Chi-square for analysis in comparing the two sample groups, there were only two survey items which were significant at the .05 or less level (survey item #7. Ability to understand basic money skills; 0.0007, item #11. Takes interest and pride in work; 0.0490). Looking at a sub-group of only Special

Educators and the Employer sample there was a higher occurrence of difference in rating per survey item. Three items were statistically significant at the above levels (survey item #7. Ability to understand basic money skills; 0.0034, item #11. Takes interest and pride in work; 0.0066, and item #27 Hand-Finger Coordination fine motor skills; 0.0459). Conversely, the sub-group of Vocational Educators when compared to the Employer sample had only one survey item proving to be significant at these levels (survey item #6. Ability to do advanced mathematics (%, fractions); 0.0001).

The implications for educators developing programs and service delivery is not to abort an academic approach but to be sensitive to the development of more responsible behavior in the affective areas which influence employment and employability. This point is further emphasized in the findings in Table 8, The Worker Skills Area Summary By Priority. Personal Attitudes and Behaviors were rated as the skills area most essential for employability. Quality of Performance was considered to be second most important. Reasoning and Comprehension, Worker Traits, and Perceptual Motor Skills were skill areas which the sample populations felt were of valued importance, but in rating as Worker Skills Area by Priority, these areas were of lesser importance then the more affective areas of Personal Attitudes and Behaviors, and Quality of Performance.

DISCUSSION

This study is the second of a longitudinal study which will utilize the same sample populations in a panel design to continue to find out more information about the competitive

employment market and labor trends in the Lewiston-Auburn Area. The information gathered and the findings will be used to tailor more specific research projects which will build upon this data base to help modify, design and develop sound educational programs and service delivery for at risk and handicapped individuals. This study yields important information regarding certain key demographic variables concerning the samples, entry-level jobs, and the actual rating/value of specific Worker Skills and Employment Characteristics which are needed for gainful employment in the Lewiston-Auburn Area as perceived by local employers and educators. The reliability of this survey and the formed study indicate excellent reliability and that the study's findings can be used as a strong data base for which educational decisions, program modifications, and curriculum development can be made.

The results of the study, especially in the area of Worker Skills and Employment Characteristics, will be used as a focal point in developing community-based worksite programming. This information will also be utilized in developing and revising curriculum used at the Lewiston Alternative Vocational Center regarding vocational training and transitional skills needed for students to move from school to work and competitive employment within the Lewiston Auburn Area.

There are other implications for programming which can be gained from this study's findings. Programming can be modified and revised to emphasize those skills most needed to make smooth transitions from public education to

meaningful community involvement, including employment. An emphasis on functional academics, independent living skills, and community awareness, along with community-based learning and job training, are essential components in this transitional process. From a solid research-program model base, with community-based action research, alternative vocational programming for at risk and special needs students will succeed. Using this project as a foundation, more involved and specific industry-based enclaves and community based co-op work programs can be developed. The development of these programs, coupled with sound vocational skills in a given trade area, will help transition students from public education to more independent lifestyles. I see the need for continued research in this area and the utilization of this and new research findings as a basis for curriculum modification and service delivery expansion to help facilitate transitional program goals for at risk and handicapped youth.

This data will be included as part of the data regarding employment trends and the labor market conditions which exist in the Lewiston-Auburn Area. Future research will continue to monitor these trends and variables so that alternative vocational service delivery at LAVC will facilitate successful transitioning for our students from school-to-work and adult life.

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WORKER SKILLS CHECKLIST-1988 EDUCATOR SURVEY

NAME:

YOUR POSITION:

GRADE LEVEL:

YEARS IN CURRENT POSITION: 0-1, 2-5, 6-10, 11-15, 16-20, 21- +

AGE: 20-30, 31-40, 41-50, 51- +

TYPE OF STUDENTS SERVED-CLASSIFICATION/S:

1.	4.
2.	5.
3.	6.

ENTRY-LEVEL POSITION SKILLS RATING SCALE:
1=ESSENTIAL 2=VERY IMPORTANT 3=IMPORTANT
4=UNIMPORTANT 5=VERY UNIMPORTANT
(Please rate each skill area.)

SKILL AREA:	ESSENTIAL (------) VERY UNIMPORTANT
REASONING AND COMPREHENSION:	
1. Ability to follow written instructions.	1-2-3-4-5
2. Ability to follow oral instructions.	1-2-3-4-5
3. Ability to spell and write.	1-2-3-4-5
4. Ability to retain instructions.	1-2-3-4-5
5. Ability to do basic mathematics (+,-,x,).	1-2-3-4-5
6. Ability to do advanced math (%,fractions).	1-2-3-4-5
7. Ability to understand basic money skills.	1-2-3-4-5
QUALITY OF PERFORMANCE:	
8. Positive worker attitude.	1-2-3-4-5
9. Motivation toward the job task.	1-2-3-4-5
10. Shows persistence and follow through.	1-2-3-4-5
11. Takes interest and pride in work.	1-2-3-4-5
12. Seeks help when having difficulty.	1-2-3-4-5
13. Good attention span-attends to task.	1-2-3-4-5
WORKER TRAITS:	
14. Demonstrates quality workmanship.	1-2-3-4-5
15. Shows responsibility for job tasks.	1-2-3-4-5
16. Appropriate speed/accuracy for job tasks.	1-2-3-4-5
17. Understands and follows safety rules.	1-2-3-4-5
18. Can work independently from others.	1-2-3-4-5
PERSONAL ATTITUDES AND BEHAVIORS:	
19. Attendance on the job.	1-2-3-4-5
20. Punctuality-on time for work.	1-2-3-4-5
21. Can be trusted-trustworthy.	1-2-3-4-5
22. Accepts constructive criticism/suggestions.	1-2-3-4-5
23. Demonstrates appropriate social behavior.	1-2-3-4-5
24. Good grooming and personal hygiene.	1-2-3-4-5
25. Appropriate work attire/dress.	1-2-3-4-5
PERCEPTUAL MOTOR:	
26. Body coordination-gross motor skills.	1-2-3-4-5
27. Hand/Finger coordination-fine motor skills.	1-2-3-4-5
28. Right-Left coordination;Bi-manual skills.	1-2-3-4-5
29. Hand-Eye coordination.	1-2-3-4-5

COMMENTS: please use reverse side.

Table 1 1989 Neero Educator Sample Population: N=110
and Return Rate: N value and %

School System: Lewiston School Department = 50
38 Responses @ 76%

Lewiston Regional
Vocational Center

Lewiston High School
156 East Avenue
Lewiston, Maine 04240
(educator sample = 36)

Lewiston Junior High School
Central Avenue
Lewiston, Maine 04240
(educator sample = 14)

School System: Auburn School Department = 28
16 Responses @ 57%

Edward Little High School
Auburn Heights
Auburn, Maine 04210
(educator sample = 13)

Walton School
Mary Carroll Street
Auburn, Maine 04210
(educator sample = 6)

Auburn Middle School
Court Street
Auburn, Maine 04210
(educator sample = 9)

School System: Lisbon School Department = 14
7 Responses @ 50%

Lisbon High School
Route 196
Lisbon Falls, Maine 04252
(educator sample = 9)

Philip W. Sugg Middle School
Middle School Road
Lisbon Falls, Maine 04252
(educator sample = 5)

School System: M.S.A.D.# 52 Turner, Greene, Leeds = 12
7 Responses @ 58%

Leavitt Area High School
Rural Route #1
Box 1251
Turner, Maine 04282
(educator sample = 9)

Tripp Junior High School
Rural Route #1
Box 1253
Turner, Maine 04282
(educator sample = 3)

School System: Oak Hill Community School District # 15 = 6
2 Responses @ 33%

Oak Hill High School
P.O. Box 220
Sabattus, Maine 04280
(educator sample = 6)

RESULTS:

Secondary (7-12) Vocational - Special Educator
Sample N=110 78 Responses @ 71%
** 8 Responses as UNKNOWN @ 7.3% of the Total Sample

Table 2 1989 Educator Sample Population:
School System Participation

School System:	Frequency:	Percent:
LEWISTON	38	48.7 %
AUBURN	16	20.5 %
LISBON	7	9.0 %
MSAD # 52	7	9.0 %
CSD # 15	2	2.5 %
UNKNOWN	8	10.3 %
Total	78	100 %

Table 3 1989 Educator Sample by Content Area

Content Area:	Frequency:	Percent:
Special Educators	39	50.0 %
Vocational Educators	34	43.6 %
Unknown	5	6.4 %
Total	78	100 %

Table 4 1989 Educator Sample by Grade Level

Grade Level:	Frequency:	Percent:
Junior High (7-8)	19	24.5 %
Senior High (9-12)	49	62.8 %
Junior/Senior High (7-12)	3	3.8 %
Unknown	7	8.9 %
Total:	78	100 %

Table 5 1989 Educator Sample vs 1987 Employer Sample
Years in Current Position:

	EDUCATORS		EMPLOYERS	
Years:	(f)	Percent	(f)	Percent
0-1 Years	11	14.1 %	11	11.8 %
2-5 Years	21	26.9 %	22	23.7 %
6-10 Years	15	19.2 %	18	19.4 %
11-15 Years	12	15.4 %	11	11.8 %
16-20 Years	9	11.5 %	6	6.5 %
21 + Years	8	10.3 %	16	17.2 %
Missing Data	2	2.6 %	9	9.7 %
Total:	78	100 %	93	100 %

Table 6 1989 Educator Sample vs 1987 Employer Sample

Respondents Age:	EDUCATORS (f)	EDUCATORS Percent	EMPLOYERS (f)	EMPLOYERS Percent
20-30 Years Old	14	18.0 %	13	14.0 %
31-40 Years Old	22	28.2 %	30	32.3 %
41-50 Years Old	16	20.5 %	24	25.8 %
51 + Years Old	12	15.4 %	12	12.9 %
Missing Data	14	17.9 %	14	15.1 %
Total:	78	100 %	93	100 %

Table 7 Worker Skills Checklist Summary Data:

Survey Question:	Employer(TOP) vs Educator(BOTTOM) Rating:	Frequency:	Percent:
1. Ability to follow written instructions.	Essential	31	33.3 %
	Important	26	33.3 %
2. Ability to follow oral instructions.	Essential	62	66.7 %
	Essential	67	85.9 %
3. Ability to spell and write.	Important	40	43.0 %
	Important	40	51.3 %
4. Ability to retain instructions.	Essential	42	45.2 %
	Essential	38	48.7 %
5. Ability to do basic mathematics (+, -, x).	Important	27	29.3 %
	Important	25	32.1 %
6. Ability to do advanced mathematics (%, fractions).	Unimportant	29	31.2 %
	Unimportant	24	30.8 %
7. Ability to understand basic money skills.	Important	34	37.0 %
	Essential	32	41.0 %
8. Positive worker attitude.	Essential	57	61.3 %
	Essential	60	76.9 %
9. Motivation toward the job task.	Essential	46	49.5 %
	Essential	44	56.4 %
10. Shows persistence and follow through.	Essential	43	46.2 %
	Essential	39	50.0 %
11. Takes interest and pride in work.	Essential	55	59.1 %
	Very Important	37	47.4 %
12. Seeks help when having difficulty.	Essential	52	55.9 %
	Essential	56	71.8 %
13. Good attention span attends to task.	Very Important	42	45.2 %
	Essential	37	47.4 %
14. Demonstrates quality workmanship.	Essential	41	44.1 %
	Essential	30	38.5 %
15. Shows responsibility for job tasks.	Very Important	42	45.2 %
	Essential	42	53.8 %
16. Appropriate speed/accuracy for job tasks.	Very Important	33	36.3 %
	Very Important	32	41.0 %

Table 7 Worker Skills Checklist Summary Data Continued:

Survey Question:	Employer(TOP) vs Educator(BOTTOM) Rating:	Frequency:	Percent:
17. Understands and follows safety rules.	Essential	50	54.3 %
	Essential	59	75.0 %
18. Can work independently from others.	Very Important	35	37.6 %
	Very Important	30	38.5 %
19. Attendance on the job.	Essential	61	65.6 %
	Essential	57	73.1 %
20. Punctuality-on time for work.	Essential	59	63.4 %
	Essential	55	70.5 %
21. Can be trusted and is trustworthy.	Essential	65	69.9 %
	Essential	56	71.8 %
22. Accepts constructive criticism/suggestions.	Very Important	38	40.9 %
	Very Important	36	46.2 %
23. Demonstrates appropriate social behavior.	Very Important	40	43.0 %
	Very Important	32	41.0 %
24. Good grooming and personal hygiene.	Very Important	31	33.3 %
	Very Important	32	41.0 %
25. Appropriate work attire dress.	Important	33	35.5 %
	Very Important	26	33.3 %
26. Body coordination-gross motor skills.	Important	34	36.6 %
	Very Important	31	39.7 %
27. Hand-Finger Coordination fine motor skills.	Very Important	31	33.3 %
	Important	32	41.0 %
28. Right-Left coordination; Bi-manual skills.	Important	37	39.8 %
	Important	36	46.2 %
29. Hand-Eye coordination.	Important	41	45.6 %
	Important	29	37.2 %

Table 8 Worker Skills Area Summary By Priority:

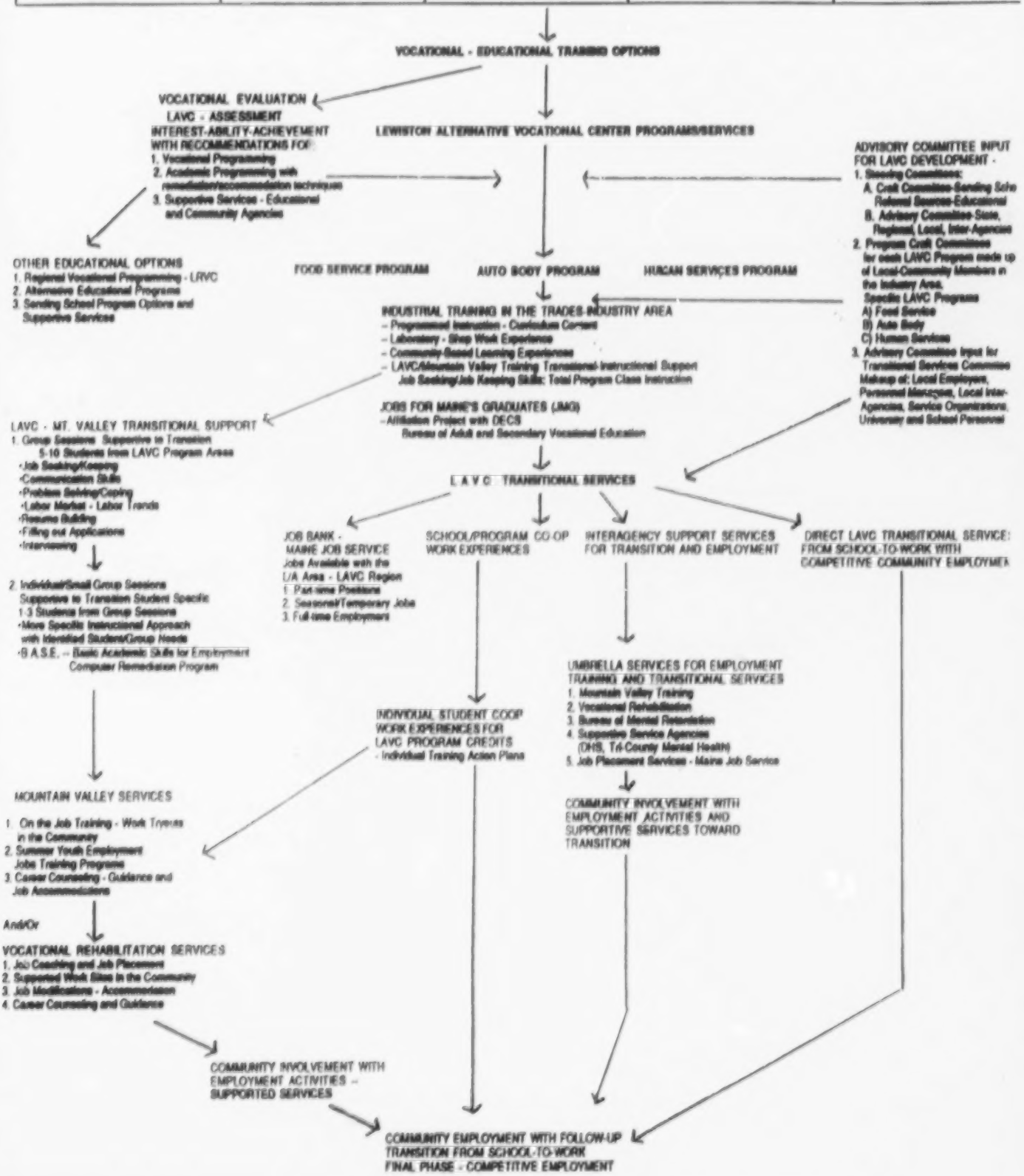
Priority By Rank:	Worker Skills Area:	Highest Rating X Frequency: Mean %:	Mean Priority:
1.	Personal Attitudes and Behaviors.	Employer: Essential f=3 Mean=66.3%	Mean Priority=2.66
		Educator: Essential f=3 Mean=71.8%	Mean Priority=5.0
2.	Quality of Performance.	Employer: Essential f=5 Mean=54.4%	Mean Priority=6.0
		Educator: Essential f=5 Mean=60.5%	Mean Priority=6.8
3.	Reasoning and Comprehension.	Employer: Essential f=3 Mean=48.4%	Mean Priority=8.66
		Educator: Essential f=3 Mean=58.5%	Mean Priority=7.6
4.	Worker Traits.	Employer: Essential f=2 Mean=49.2%	Mean Priority=10.0
		Educator: Essential f=3 Mean=55.9%	Mean Priority=8.0
5.	Perceptual Motor Skills.	Employer: Very Important f=1 Mean=33.3%	Mean Priority=19.0
		Educator: Essential f=2 Mean=38.5%	Mean Priority=18.0

LEWISTON ALTERNATIVE VOCATIONAL CENTER

SERVICES DELIVERY STRUCTURE

REGIONAL SENDING HIGH SCHOOLS, GRADES 9-12

LEWISTON SCHOOL DEPT.	AUBURN SCHOOL DEPT.	M.S.A.D. #52	LISBON SCHOOL DEPT.	SCHOOL UNION #44
LEWISTON HIGH SCHOOL	EDWARD LITTLE HIGH SCHOOL	LEAVITT HIGH SCHOOL	LISBON HIGH SCHOOL	OAK HILL HIGH SCHOOL


VOCATIONAL - EDUCATIONAL TRAINING OPTIONS
VOCATIONAL EVALUATION
LAVC - ASSESSMENT
INTEREST-ABILITY-ACHIEVEMENT
WITH RECOMMENDATIONS FOR:
1. Vocational Programming
2. Academic Programming with remediation/accommodation techniques
3. Supportive Services - Educational and Community Agencies
LEWISTON ALTERNATIVE VOCATIONAL CENTER PROGRAMS/SERVICES
ADVISORY COMMITTEE INPUT FOR LAVC DEVELOPMENT -
1. Steering Committees:
A. Craft Committee-Sending Schs Referral Sources-Educational
B. Advisory Committee-State, Regional, Local, Inter-Agencies
2. Program Craft Committees for each LAVC Program made up of Local-Community Members in the Industry Area.
Specific LAVC Programs
A) Food Service
B) Auto Body
C) Human Services
3. Advisory Committee Input for Transitional Services Committee Makeup of: Local Employers, Personnel Managers, Local Inter-Agencies, Service Organizations, University and School Personnel
OTHER EDUCATIONAL OPTIONS
1. Regional Vocational Programming - LRVC
2. Alternative Educational Programs
3. Sending School Program Options and Supportive Services
FOOD SERVICE PROGRAM
AUTO BODY PROGRAM
HUMAN SERVICES PROGRAM
INDUSTRIAL TRAINING IN THE TRADES-INDUSTRY AREA
- Programmed Instruction - Curriculum Content
- Laboratory - Shop Work Experience
- Community-Based Learning Experiences
- LAVC/Mountain Valley Training Transitional Instructional Support
Job Seeking/Job Keeping Skills; Total Program Class Instruction
JOBS FOR MAINE'S GRADUATES (JMG)
- Affiliation Project with DECS
Bureau of Adult and Secondary Vocational Education
LAVC - MT. VALLEY TRANSITIONAL SUPPORT
1. Group Sessions Supportive to Transition
5-10 Students from LAVC Program Areas
•Job Seeking/Keeping
•Communication Skills
•Problem Solving/Coping
•Labor Market - Labor Trends
•Resume Building
•Filling out Applications
•Interviewing
2. Individual/Small Group Sessions
Supportive to Transition Student Specific
1-3 Students from Group Sessions
•More Specific Instructional Approach with Identified Student/Group Needs
•B.A.S.E. - Basic Academic Skills for Employment Computer Remediation Program
L.A.V.C. TRANSITIONAL SERVICES
JOB BANK - MAINE JOB SERVICE
Jobs Available with the L/A Area - LAVC Region
1. Part-time Positions
2. Seasonal/Temporary Jobs
3. Full-time Employment
SCHOOL/PROGRAM CO-OP WORK EXPERIENCES
INTERAGENCY SUPPORT SERVICES FOR TRANSITION AND EMPLOYMENT
DIRECT LAVC TRANSITIONAL SERVICES FROM SCHOOL-TO-WORK WITH COMPETITIVE COMMUNITY EMPLOYMENT
INDIVIDUAL STUDENT COOP WORK EXPERIENCES FOR LAVC PROGRAM CREDITS
- Individual Training Action Plans
UMBRELLA SERVICES FOR EMPLOYMENT TRAINING AND TRANSITIONAL SERVICES
1. Mountain Valley Training
2. Vocational Rehabilitation
3. Bureau of Mental Retardation
4. Supportive Service Agencies (DHS, T4-County Mental Health)
5. Job Placement Services - Maine Job Service
COMMUNITY INVOLVEMENT WITH EMPLOYMENT ACTIVITIES AND SUPPORTIVE SERVICES TOWARD TRANSITION
MOUNTAIN VALLEY SERVICES
1. On the Job Training - Work Trynes in the Community
2. Summer Youth Employment Jobs Training Programs
3. Career Counseling - Guidance and Job Accommodations
And/Or
VOCATIONAL REHABILITATION SERVICES
1. Job Coaching and Job Placement
2. Supported Work Sites in the Community
3. Job Modifications - Accommodation
4. Career Counseling and Guidance
COMMUNITY INVOLVEMENT WITH EMPLOYMENT ACTIVITIES - SUPPORTED SERVICES
COMMUNITY EMPLOYMENT WITH FOLLOW-UP
TRANSITION FROM SCHOOL-TO-WORK
FINAL PHASE - COMPETITIVE EMPLOYMENT